**Schedule and Dates:** June 24-28 (1-week program); individual appointments with DRS, learning specialists, financial aid, etc. in the two weeks after running up to orientation.

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9:00-10:30 | Intro to Medical Sciences Session 1 Part I: Didactic (Faculty) | Intro to Medical Sciences Session 2 Part I: Didactic (Faculty) | Intro to Medical Sciences Session 2 Part II: Team-Based Learning (Student Tutor) | Intro to Medical Sciences Session 4 Part I: Didactic (Faculty) | End of Week Practice Exams (similar to iRAT and gRAT) |
| 10:45-12:15 | Intro to Medical Sciences Session 1 Part II: Team-Based Learning (Student Tutor) | Intro to Medical Sciences Session 3 Part I: Didactic (Faculty) | Intro to Medical Sciences Sesson 3 Part II: Team-Based Learning (Student Tutor) | Intro to Medical Sciences Session 4 Part II: Team-Based Learning (Student Tutor) | Post Exam Review and Analysis (after gRAT) (run by student tutors) |
| 12:15-12:30 | Break | Break | Break | Break | Break |
| 12:30-1:20 | Lunch with a Dean (optional; bring your lunch) Heather McPhillips, MD, MPH | Lunch with a Dean (optional; bring your lunch) Erik Malmberg, PhD, JD  | Lunch with a Dean (optional; bring your lunch) Gabe Sarah, MD | Lunch with a Dean (optional; bring your lunch) Maya Sardesai, MD, MEd | Lunch with a Dean (optional; bring your lunch) Janelle Clauser, MD |
| 1:30-3:15 | Growth Mindset and Lifelong Learning Skills WorkshopKelly Rush, MSEd | Developing Self-Regulated and Asset-Based Learners Skills WorkshopRebekah Freed, PhD | The Memory Process: Improving Long-Term Retention and Recall Skills Workshop Yvonne Tyler, MD | Introduction to Professional Identity Formation Skills Workshop Maya Sardesai, MD | Topic TBDPresenter TBD |
| 3:30-4:30 | Student Panel: Meeting Your Basic Needs While in Medical School  | Building a Network of Mentors, Sponsors, and CoachesLinh Ngo,  | Student Panel: Strategies for Well-being and Resilience | Finding Your Path in MedicineGabe Sarah, MD & Estell Williams, MD | End of Program Celebration |

**Locations:** Virtual (with networking event hosted on site with student mentors).

**Lunch with Deans:** Sarah, Sardesai, Malmberg, McPhillips, Clauser

**Goal:**

The Pre-matriculation Program (PMP) is an equity, diversity and inclusion (EDI) program, that occurs prior to orientation, designed to strengthen the academic, professional, and social skills of entering students from culturally, economically, educationally, and environmentally underrepresented / under-resourced backgrounds as they enter the MD program in the School of Medicine. PMP curricula and competencies will be delivered in sessions which will focus on content covered during the foundations phase of medical school.

During this program, students will cover learning styles, test taking skills, wellness, financial management, time management, accommodations, and career advising resources. The program also helps familiarize students with campus resources and provides an excellent opportunity to get acclimated and form relationships with future classmates.

**Objectives**: By the end of the PMP program, students will:

* Explore the mastery learning skills needed as an incoming medical student using an applied approach, by incorporating study skills workshops for first-year course material.
* Understand the academic success, student services and equity resources available to UWSOM students.
* Reflect on experiences prior to medical school and develop an asset-based approach for the transition to undergraduate medical education requires.
* Develop relationships with current diverse students and faculty and enhance camaraderie amongst incoming medical school cohort.

**The Pre-Matriculation Program will include:**

**Problem Based Learning:** With a small group of peers, you will use patient cases to develop skills related to diagnostic reasoning. You will learn how to write a problem representation/summary and create integrated illness scripts as you work to understand a patient’s chief concern, diagnosis, and the mechanisms behind their presenting symptoms.

**Team Based Learning:** Peer Teaching and Team Based Learning are two teaching modalities that will be used through the foundations phase of the curriculum. You will learn skills and strategies to help you prepare for participation in these sessions.

**Didactic Sessions/Lectures:** You will watch a variety of lectures presented by UWSOM faculty. Lectures will include content from courses in the foundations phase of the curriculum. You will have the opportunity to experience the pace and caliber of typical lectures and practice learning skills that will help you be successful in your courses.

**Skills Assessment and Development Workshops:** You will learn and apply strategies for previewing and reviewing content presented in lectures. With the guidance of UWSOM learning specialists, you will engage with your peers in practicing time-effective, evidence-based approaches on topics like growth mindset, asset-based learning, spaced review, interleaving, and recall and retrieval.

**Wellness Sessions:** You will attend sessions lead by UWSOM staff and faculty on topics such as belonging in medical school. These sessions will provide you with resources for managing your wellness as you begin the challenging endeavor of medical school.

**Formative Assessments:** You will study content presented in PMP and complete an individual and group practice exam at the end of the week These assessments allow you to evaluate the content knowledge that you have acquired as well as the effectiveness of the study strategies that you have implemented.

**Program Components:**

The pre-matriculation program has four essential components that are integrated and applied in a didactic, small group learning curriculum to prepare the health profession student for the Year 1 curriculum.

1. Introduction to Medical Sciences Curriculum – To review the essential building blocks of Molecules & Genes, Cell Physiology, Biochemistry, Genetic Diseases, Epidemiology, Biostatistics in preparation for the transition to first quarter courses. Each session will consist of 2 parts: introductory lectures followed by an engaged peer / team-based learning session reviewing the main concepts to foster a deeper understanding of the curriculum.
2. Skill Assessment and Development – Each student will be evaluated for learning style, reading skills, test taking skills, etc. The application and practice of these skills will be integrated with the didactic component. Additional practice and improvement will be provided through exercises and practice quizzes.
3. Wellness and Community Building – Each week will include activities that will promote wellness, networking, EDI and community building with program participants, current medical students and faculty.

**Skills Assessment and Development Workshop Topics and Speaker (1 hour, 45 minutes each):**

1. Growth Mindset and Lifelong Learning (Kelly Rush)
2. Developing Self-Regulated and Asset Based Learners (Rebekah Freed, PhD)
3. The Memory Process: Improving Long-Term Retention and Recall (Yvonne Tyler, MD)
4. Introduction to Professional Identity Formation (Maya Sardesai, MD)
5. Introduction to Cultural Praxis and Anti-Racism in Medicine (Edwin Lindo ???)

**Wellness and Community Event Topics and Speakers (1 hour each):**

1. Meet and Greet with EDI Students w/ Panel on Meeting Your Basic Needs (including Finances) for Medical School
2. Finding Your Path in Medicine (Estel Williams, MD, Gabe Sarah, MD)
3. Strategies for Well-being and Resilience (Counseling and Wellness Services)
4. Building a Network of Mentors, Sponsors, and Coaches (Career Services)

**Intro to Medical Sciences Content:**

1. Biochemistry – check with Martin about topics he saw students have weaknesses
2. Pathology
3. Pharmacology – Edith Wang (???)
4. Cellular and Molecular Biology OR Genetics

\* For future years, we will want to reevaluate appropriate format, structure, goals, etc. consistent with best practices with PMPs in undergraduate medical education. For example, several medical schools offer a multi-week PMP program (i.e., average of 4 weeks) and incorporate at least one credit course (or substantial content from a course) from early in the foundation phase along with opportunities for simulations or laboratory work.

**Budget and Staffing:**

*NOTE: This is based on 60 students and one week format*

$10,000 operational + $27,000 for faculty salary (cannot be used for staff)

* Basic Science Faculty (teaching Introduction to Medical Sciences Curriculum didactic sessions, developing lesson plan and materials for the team-based session, and creating MCQ for the iRAT and gRAT) = $5,000 stipend (faculty supplement) x 4 faculty members = $20,000
* Student Tutors (for Intro to Medical Sciences Part II) = $20.00 per hour x 12 students x 30 hours = $10,000
* Student Learning Diagnostic = $116 x 60 students = $7,000

Total = $TBD